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AUTHOR Mosser, John W.; Rea, Peter J.
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ABSTRACT

This document is a guide for a workshop on marketing college cooperative education programs. The guide takes the reader/workshop participant through the marketing process, from defining needs and resources to planning a marketing campaign, implementing it, and evaluating its success. Samples and sources also are provided. Topics covered in the guide are the following: strategic market planning; marketing--a definition; writing a marketing plan; the marketing plan--a four-step process; evaluating your marketing effort--employer and college benchmarks; marketing to faculty; common employer marketing tactics; marketing to alumni; marketing to multi-ethnic students; public relations tactics; personal selling ideas; advertising ideas; publicity through professional associations; and sources of marketing information. (KC)

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ED325646

Cooperative Education Marketing, Inc.

Presents

A Workshop On

MARKETING COOPERATIVE EDUCATION

by

John W. Mosser
Project Director
Cooperative Education Marketing, Inc.

and

Peter J. Rea, Ph.D.
Assistant Dean of Academic Affairs
Professor of Marketing
Baldwin-Wallace College

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Presented at the
16th Annual Conference of
The Midwest Cooperative Education Association
October 18, 1990

Grand Rapids, Michigan

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MARKETING COOPERATIVE EDUCATION

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Presenters

John W. Mosser
Project Director
Cooperative Education Marketing, Inc.
Kalamazoo College
1327 Academy Street
Kalamazoo, Michigan 49007
(616) 383-8405

Peter J. Rea, Ph.D.
Assistant Dean of Academic Affairs
Professor of Marketing
Baldwin-Wallace College
275 Eastland Road
Berea, Ohio 44017
(216) 826-2379

STRATEGIC MARKET PLANNING

FOR

COOPERATIVE EDUCATION AND HUMAN RESOURCES

How do you respond to endless requests to add services, programs and projects?

When is enough truly enough and when can you justify saying "no" to demands made by students, supervisors and colleagues?

When a staff member comes up with a new idea, how do you know which service could be discontinued so that the new program can be implemented?

How can a staff be led to share a common purpose?

DEFINITIONS

Strategic planning: Look outside and inside
Acquire and allocate resources

Sets direction based on mission, strengths and opportunities

STRATEGIC PLANNING STEPS

1) Review mission (purpose, vision)

2) Environmental scanning (STEP):

outcome sought is to identify threats and opportunities

3) Review strengths/weaknesses (BCG model)

4) Set Direction

WHAT IT WILL DO

Help staff ask different questions

Provide a sense of direction

WHAT IT WON'T DO

Be easy--its time consuming and perennial

Questions are easier to identify than answers

Can raise nagging concerns that are difficult to resolve

IF YOU LIKE PROBLEMS WITH NO RIGHT ANSWERS, CAN COPE WITH AMBIGUITY AND DO NOT MIND LACK OF CLOSURE, IT'S FOR YOU!

THE PROPOSED LANGUAGE OF STRATEGY

STRATEGIC	NONSTRATEGIC
Doing the right things	Doing things right
FORMULATION	IMPLEMENTATION
WHAT	HOW
WHERE	HOW
ENDS	MEANS
VISION	PLANS
EFFECTIVENESS	EFFICIENCY
STRATEGIZING	PLANNING

WHAT HAVE BEEN THE WAVES OF THE PAST?

Downsizing

Decentralized hiring

Foreign competition/investment

EEO/AA

Decline in Federal support for higher education in real dollars

Graying of America

Women entering the workforce

WHAT WILL BE THE WAVES OF THE FUTURE?

Multiculturalism - 1/3 of a nation

Recession

Career changers/labor shortages

Continued pressure to increase productivity

Unstable markets

Profit/non profit linkages

Service economy will continue to expand

7

HOW WILL COOPERATIVE EDUCATION AND HUMAN RESOURCES RESPOND TO THESE WAVES?

The Mission of Career Services and Human Resources

1. What should be our business (mission or purpose)?
2. Who are our constituents?
   a) who is to be served and satisfied?
   b) what constituent needs are to be met?
   c) how will constituent needs be met?

Career Services

* raise student's professional and personal aspirations
* guide students with life direction and career transitions
* help students cope with the uncertainty of career planning and placement
* assist students in securing professional employment
* assist students in funding their college education
* educate students about career planning/placement issues and skills

Human Resources

* promote an organizational climate where employees enjoy productive and satisfying careers
* provide leadership for the planning, recruiting, selection, development, review and compensation of employees
* support the corporation's operating and strategic directions through effective human resource management
* provide leadership to develop a workforce that possesses the skills and diversity which the corporations needs to achieve its mission and profit objectives
* assist supervisors in developing appropriate selection, recruitment and employee development skills

APPLICATION OF BCG MODEL TO COOPERATIVE EDUCATION AND HUMAN RESOURCES

Purpose is to determine whether each service should be continued, changed or reviewed.

NEED TO RATE EACH SERVICE ACCORDING TO THE FOLLOWING CRITERIA:

Quality should be based on the department's staff, leadership, finance, marketing, programs/services, facilities and location.

Centrality is the extent to which a service is central to the purpose and mission of the organization in general and the department in particular.

Comparative Advantage is an assessment of the location, size and number of cooperative education and human resource departments in the geographic area where competition for student placements occurs.

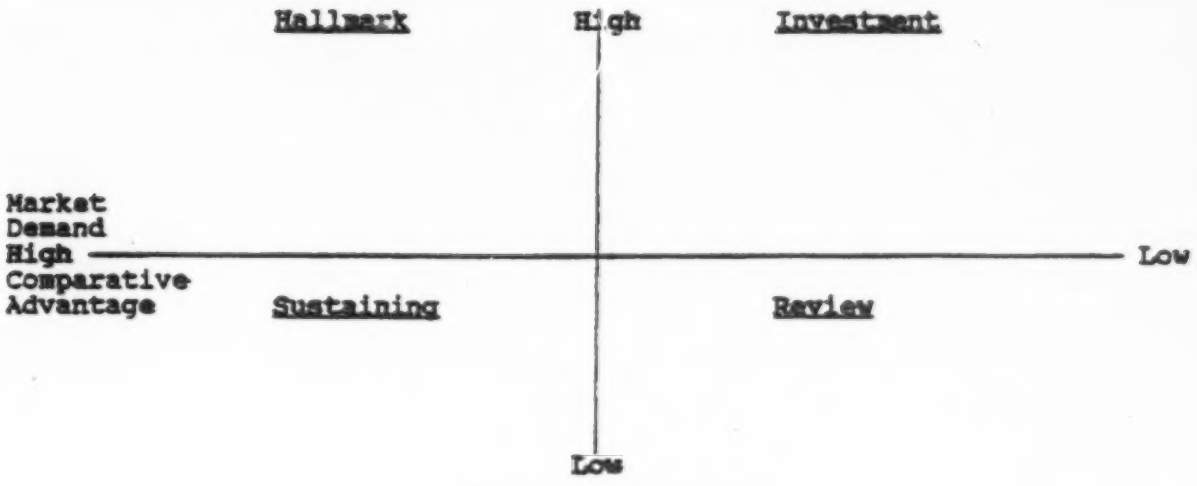
Demand examines the number of students or employers interested in participating in the cooperative education office or pursuing employment with a corporation. The purpose is to determine whether growth is increasing, stable or decreasing.

1) On a continuum from high to low what is the relative demand and comparative advantage of each service?

   * Y axis (vertical) plots demand and comparative advantage

2) On a continuum from high to low what is the relative quality and centrality of each service?

   * X axis (horizontal) plots quality and centrality



Cooperative Education	Human Resources
career counseling	cooperative education positions
job leads	recruiting literature
career library	minority recruitment

MARKETING: A DEFINITION

The American Marketing Association defines Marketing this way:

"Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

THE IMPORTANCE OF PLANNING

Background

Planning is the cornerstone for accomplishing the results you want. There is a tendency for many to just dive in without a marketing plan. Unfortunately, this approach does not produce consistent results. This section encourages you to "look before you leap," to *plan*, so that your human and financial resource investments bring you the greatest return. Also, through planning it is possible to track your efforts. This allows you to put your money where the return is greatest.

Following are several planning concepts which will ensure you are operating with a correct set of assumptions and definitions.

What is a marketing plan?

A marketing plan is like a road map. It should guide you toward specifically stated goals and objectives. Once you develop a mission statement (often referred to as a vision) for your co-op program you will be able to set *more specific* goals and objectives. Next, you must decide on the means to your end; that is the specific marketing tactics that can help you reach your stated goals.

It is important to recognize that a marketing plan removes much of the "chance" of getting the results you desire. With a specific realistic plan, you stand the best chance of meeting your goals. Remember the adage—"Plan your work, work your plan!"

What is a good marketing plan?

The main theme throughout this book is that a well formulated, properly implemented plan should produce the results you want. Marketing requires a well conceived plan because there is simply no quick fix. It takes time, discipline, dedication, perseverance, funds and commitment to achieve your goals.

A good marketing plan must be tailored to your goals and objectives. It must have flexibility to accommodate changes in conditions. It is your starting point—a place from which to begin your course of action. However, planning is also a *process* which undergoes constant revision in response to changes within your program, or changes in factors which affect your institution. A good plan allows for revision as you experiment with new approaches to old and new problems.

THE IMPORTANCE OF PLANNING (Continued)

By now you have encountered many of the critical elements that comprise a good marketing plan. You have assessed your current situation; defined your program; determined who your clients and potential clients are; formulated a marketing strategy; determined the type of program you want; explored what is important to your clients and potential clients; examined your competition; and finally, reviewed and considered which marketing tactics you might employ to attract students and employers to your service.

Now you must integrate the elements listed in the above paragraph and decide what is appropriate for *your* program given your:

1) current status
2) financial resources
3) goals
4) level of institutional support
5) urgency to increase your placements
6) time
7) level of staffing

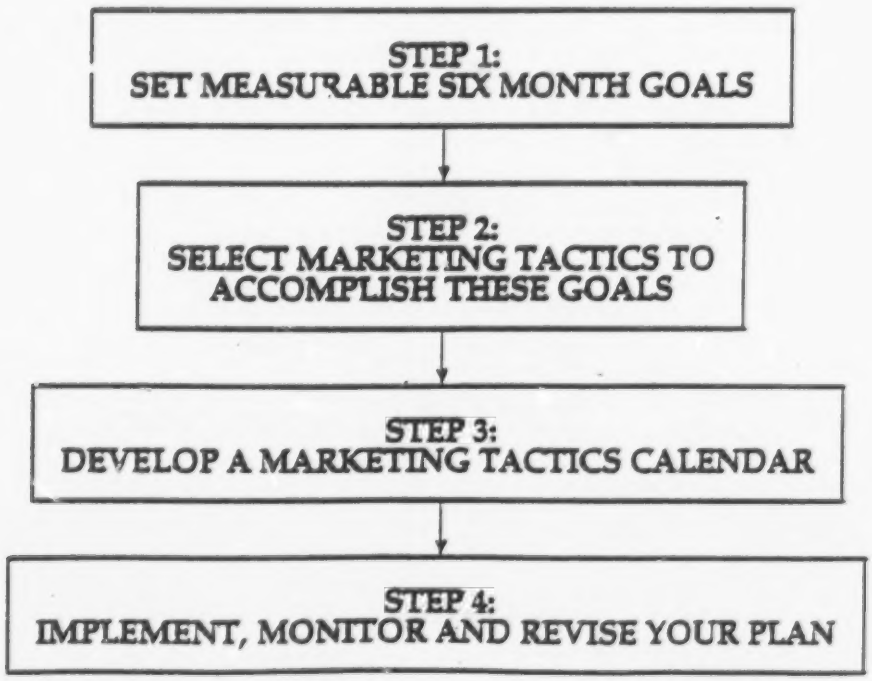
What obstacles might you face in achieving the results of your marketing plan?

If you are charting a new course for your co-op program or just beginning a program, you face the task of adapting to CHANGE. Change can be difficult. It requires a willingness to: alter your operational status quo, introduce new methods, and gain support and acceptance from others at your institution. You will need to see yourself as an agent for change responsible for achieving results using new methods.

DEVELOPING YOUR MARKETING PLAN

This section of the book will take you through a series of steps to achieve a workable marketing plan for your co-op program. You will formulate a working/living/dynamic plan based on specific goals. Six month increments will be used for the planning process because this time frame allows you to focus on short-term results. While your mission statement provides for a longer term vision, your marketing plan should be of shorter duration in order to be bottom line oriented. Your plan should be updated quarterly so you will always be looking ahead at the next six-month period.

Steps in creating your marketing plan include:



GOAL—TACTIC PYRAMIDS

The three pyramids represent key methods for accomplishing your goals. The relationship between tactics and goals depends on your decision about which approach is best for you. When selecting tactics, there are three methods to consider:

Method I: Select several tactics to accomplish one goal.

Method II: Select one tactic to accomplish one goal.

Method III: Select several tactics to accomplish several goals.

METHOD I

METHOD II

METHOD III

STEP 1 (Continued)
YOUR SIX-MONTH GOALS

WHAT OUR STAFF WANTS TO ACHIEVE IN THE NEXT SIX MONTHS.
THE RESULTS WE WANT TO SEE HAPPEN!
BE VERY SPECIFIC—LOOK BACK AT WHAT YOU DO NOT HAVE TO INSPIRE YOU.

GOALS: RESULTS WE ARE GOING TO ACHIEVE—RESULTS WE WANT!

1.

2.

3.

4.

5.

6.

7.

8.

Convert your goals into numbers, such as student enrollments, placements, jobs, or workshops.

What increase in your student placements, in a six-month period, does this represent? _____ (number) placement increase. What percentage increase does this represent in your total annual placement? _____%

Total placement projections for six months = _____ Or describe it in number of students enrolled, or jobs developed.

_____

Further broken down into a three-month projection:
Quarterly placements = _____

Further broken down into a monthly projection:
Monthly placements = _____

Further broken down into a weekly projection:
Weekly placements = _____

MARKETING TACTICS CHECKLIST

PERSONAL TACTICS

- ☐ Personal Presentations
- ☐ Seminars/Workshops
- ☐ Lectures/Speeches
- ☐ Conference Presentations
  - ☐ Symposia
  - ☐ Conventions Presentations
  - ☐ Trade Show Exhibits
  - ☐ Convention Displays
- ☐ Professional Organizations
- ☐ Social/Religious/Civic/Service Organizations
- ☐ Referrals
- ☐ Telemarketing

IMPERSONAL TACTICS

- ☐ Capability Brochure
- ☐ Newsletter
- ☐ Publications
  - ☐ Feature Articles
  - ☐ Book or Monograph
  - ☐ Letters to Editor
  - ☐ Book Reviews
- ☐ Directories
  - ☐ Yellow Pages
  - ☐ Databases
- ☐ Direct Mail
- ☐ Direct Mail/Telemarketing
- ☐ Mass Media Advertising
  - ☐ Radio and TV
  - ☐ Newspaper
  - ☐ Magazines
- ☐ Publicity

GOAL ACTION FORM

GOAL:	**RATIONALE FOR THIS GOAL:**
TACTIC FOR THIS GOAL: (If more than 1 tactic use another form) ☐ PERSONAL: ☐ IMPERSONAL:	**RATIONALE FOR USING THIS TACTIC:**

MARKET STRATEGY: (target market)

Type clients:
- ☐ New clients (describe)
- ☐ Current clients (describe)

Type Service
- ☐ New Service (describe)
- ☐ Current Service (describe)

Risk Level:
☐ no risk ☐ low risk ☐ moderate risk ☐ high risk

CO-OP PROGRAM NICHE:

Program type:
- ☐ generalist
- ☐ specialist

Client Range:
- ☐ wide range
- ☐ narrow range

CLIENT PARTICIPATION CONSIDERATIONS:	**COMPETITOR CHARACTERISTICS:**
1.	☐ client participation considerations:
2.	☐ market strategy:
3.	☐ reputation/mkt. position:

GOAL ACTION FORM

ACTION PLAN: (STEPS/PROCEDURES/ASSIGNMENTS)	**DEADLINES:**
1.	1.
2.	2.
3.	3.
4.	4.

TACTIC FREQUENCY OF USE DURING NEXT SIX MONTHS:

MONTH ___	MONTH ___	MONTH ___	MONTH ___	MONTH ___	MONTH ___
WEEK 1 2 3 4	WEEK 1 2 3 4	WEEK 1 2 3 4	WEEK 1 2 3 4	WEEK 1 2 3 4	WEEK 1 2 3 4

PROJECTED RESULTS (SUCCESS INDICATORS):

☐ IMMEDIATE:

☐ LONG TERM:

OBSTACLES/CONSTRAINTS FOR THIS TACTIC?

COST: (DOLLARS, STAFF-HOURS)

PERSON RESPONSIBLE:	**COMPLETION DATE:**

SUMMARY OF TACTICS AND BUDGET

Review all your Goal Action Forms and make a list of the tactics you have chosen. This will serve as a summary of the types of tactics you plan to use in the next six months. Also estimate the approximate cost for implementing each tactic.

Tactic Chosen: **Estimated Cost:**

1.

2.

3.

4.

5.

6.

7.

8.

Total No. of Tactics: _____ Total Cost: $ _____

SIX MONTH MARKETING TACTICS CALENDAR

MONTH: _____ YEAR: _____

WEEK BEGINNING:	TACTIC NAME & TYPE:	BRIEF DESCRIPTION OF USE:	COST:
1. 2. 3. 4.			
MONTH: _____ WEEK BEGINNING: 1. 2. 3. 4.			
MONTH: _____ WEEK BEGINNING: 1. 2. 3. 4.			

IMPLEMENT, MONITOR AND REVISE YOUR PLAN

IMPLEMENT: Implementing new ideas, procedures, or tactics can be difficult. Your initial attempts may take longer than planned and may not yield the immediate results you hoped for. But you will get more proficient at conducting marketing tactics as you learn to integrate marketing into other aspects of your program.

In order to overcome the inertia that may prevent you from implementing change and sticking with your calendar plan, examine the first week of your marketing plan with these questions in mind:

1. What steps can you take (calls, etc.) to immediately initiate *one* of the tactics?

   Step 1

   Step 2

   Step 3

2. What additional information do you need before you can begin to implement this marketing tactic for your use? Refer to the "For More Information Section" included with each tactic.

3. What steps should you take to develop a particular tactic for your use (e.g., write a capability brochure)? List them in as much detail as possible.

   Step 1

   Step 2

   Step 3

4. What organizations or persons could you call to assist you in developing a tactic for your use?

   Name:

   Name:

5. What tactic(s) could you implement almost immediately without much preparation (e.g., networking)?

EVALUATING YOUR MARKETING ACTIVITIES

&

USING PROGRAM INFORMATION TO CREATE BETTER MARKETING MATERIALS

Measuring the success of: COLLEGE RECRUITING ACTIVITIES

- Select college recruiting activities
- Determine criteria to be measured
- Establish basic numerical goals for each activity
- Elicit the cooperation of your field recruiting professionals
- Start compiling information/data with first stage
- Keep accurate records at each phase through completion of program
- Evaluate effectiveness of each activity
- Modify your program as needed for next recruiting year

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Measuring Options

Number of:
- qualified college applicants
- offers
- hires

Caliber of applicants

Performance as employees

Retention:
- individual tenure
- overall rate

Effectiveness of individual techniques

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Measuring the success of: CO-OP PROGRAMS/INTERNSHIPS

- Program Goals 1989-90
  per school; per major
- How many applied?
- How did they find out about program?
- How many qualified for program?
- How many accepted in each program?
- How many completed program?
- How many received job offer?
- How many accepted?
- How many stayed with company
  1 year?. . . . . 2 years?
- How many rejected offer?
  Reasons?

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CO-OP PROGRAM APPLICANT TRACKING FOR

Co-op Program Date: _____

Student: _____ College: _____

Address: _____ Location: _____

Phone: (___) _____ Major: _____ GPA: _

Co-op Application Date: _____ Qualified? ( ) yes ( ) no
month/year

How did applicant find out about the program? _____

Co-op Supervisor Evaluation:

_____

_____

_____

Graduation date: _____ Degree obtained: _____
month/year

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Measuring the success of: CAMPUS CAREER EVENT

- How many attended?
- How did they find out about event?
  - College newspaper advertising?
  - Posters?
  - Campus radio?
  - Mailbox flyer?
  - Word-of-mouth?
- How many were interviewed?
- How many were qualified?
- How many job offers extended?
- How many acceptances?
- How many rejections...why?

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COOPERATIVE EDUCATION PROGRAM
Annual Report
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COOPERATIVE EDUCATION

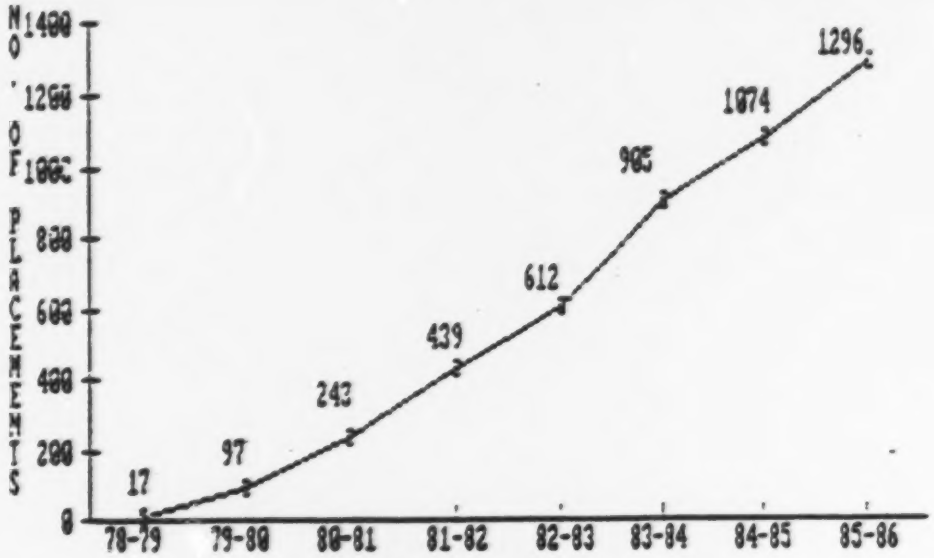
ANNUAL REPORT

SUMMARY OF ACTIVITIES

STUDENTS SERVED

	PNY	PUP	CWP	TOTAL
Number of students registered	1180	1105	567	2852
Number of co-op placements	642	440	214	1296

The number of placements for 1985-86 represents a 21% increase over 1984-85.



SPECIAL PLACEMENTS

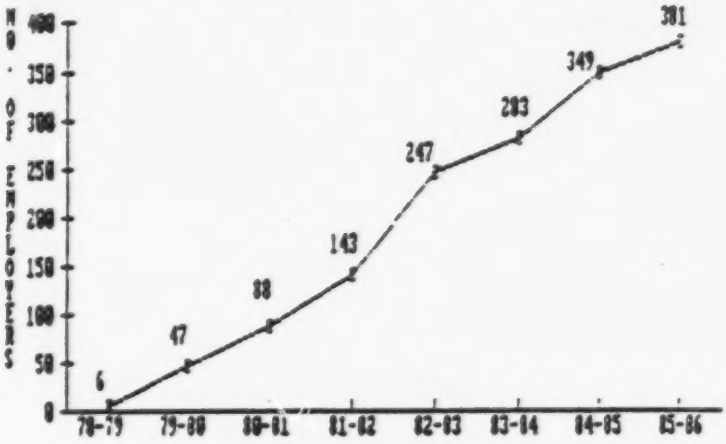
	PNY	PUP	CWP	TOTAL
Graduate student placements 1985-86	98	36	71	205
International student placements 1985-86	49	3	6	58
Co-op for Public Service placements (see pp. 20-24)	125	31	11	167

CO-OP EMPLOYERS

	PNY	PUP/CWP	TOTAL
Participating employers	229	174	381

The number of employers for 1985-86 represents a 9% increase over 1984-85.

(Total number of employers is 381 not 403, since there is an overlap among employers on the three campuses).



WORKSHOPS/SEMINARS

	PNY	PUP	CWP	TOTAL
Number of workshops/seminars	46	43	35	124
Number of participants	431	246	87	764

EMPLOYER VISITS

	PNY	PUP/CWP	TOTAL
Employers visited by co-op staff (for job development and on-site visits)	96	46	142
Employers on campus	7	18	25

CLASSROOM VISITS

	PNY	PUP	CWP	TOTAL
Number of classroom visits	47	59	25	131

ADMISSIONS EVENTS

	PNY	PUP/CWP	TOTAL
Programs participated in by co-op staff	29	27	56

GRANT FUNDS, 1985-86

SALARIES BY FIELD

UNDERGRADUATE	AVG. HOURLY SALARY ($)	TOTAL EARNINGS ($)
Accounting & Finance	6.79	2,199,102.00
Computer Science & Information Systems	7.81	1,403,214.00
*Other Business Majors	6.15	749,960.00
Liberal Arts/Physical Sciences	5.50	238,750.00
Education	5.44	14,771.00
GRADUATE		
Lubin School of Business	8.21	712,784.00
Computer Science & Information Systems	11.48	277,603.00
Nursing	6.22	47,051.00
Total income earned by co-op students		5,643,235.00
Median income earned by students		5,700.00
Average income earned by students		4,540.00

1% of students opted for unpaid, study-related positions

* Includes marketing, management, international management, general business, retail management, banking, economics, and real estate.

PERMANENT PLACEMENTS

Purpose: To determine how many co-op students received permanent job offers from their co-op employers

Number Surveyed: All 334 graduating co-op students

Responses: 251 Responded (75%)

Received Permanent offers from co-op employer: 101 (40%)

Accepted offer: 68 (67%)

Placements: 27% of the survey respondents stayed with their co-op employers in permanent jobs after graduation

Companies that permanently hired graduating co-ops:

AMAX
Arcade Maintenance
Avon Products, Inc. (2)
Bankers Trust Company (2)
Chesebrough Pond (2)
Chemical Bank
Ciba Geigy Corporation (2)
Citibank, N.A.
Coopers & Lybrand
Dean Witter Reynolds, Inc.
Deloitte, Haskins, & Sells (4)
Donaldson, Lufkin & Jenrette, Inc.
Federal Reserve Bank
General Foods (3)
Honeywell (2)
IBM Corporation (6)
Insurance Services Office
Internal Revenue Service
International Market Net
J. Walter Thompson Company
Kidder Peabody & Company (3)
Mann Judd Landau
Merrill Lynch & Company (2)
Metropolitan Transportation Authority
Mutual of New York
N.Y. Property Insurance Underwriting Assoc.
North American Communications
Oppenheimer & Company, Inc.
Paine Webber, Inc.
Pan Am
Paramount Pictures Corporation
Peat, Marwick, Mitchell & Company (2)
Pepsico, Inc.
Port Authority of N.Y. and N.J. (2)
Prudential-Bache Securities (2)
SPAR
SSC & B
Scarborough Systems, Inc.
Ted Bates Advertising
Touche Ross & Company
Town of Greenwich
Trintex (2)
UPS
Vestron Video
Whalen's Moving & Storage

MARKETING CO-OP

TO FACULTY AND ADMINISTRATION

IDEAS FOR MARKETING CO-OP TO FACULTY

Faculty support for any co-op program is a key ingredient for success. Faculty play a critical role in shaping and directing their students educational programs. If they value co-op, they will encourage their students to participate. Faculty support is important insure the educational value and academic integrity for a cooperative education work experience. Bottom Line: Far more creative things can be accomplished in any co-op program with faculty support and involvement than can be without it.

- Soft sell is usually the best approach.
- Invite Faculty to give input and to share ideas when developing new programming ideas.
- Ask if you can make a short presentation about co-op in a faculty members class.
- Arrange for employers to meet with faculty, perhaps for lunch, when on campus to interview.
- Send copies of student performance appraisals from work experience to their faculty advisor.
- Give updates of co-op program activities at Faculty meetings.
- Have a representative from the co-op program attend faculty department meetings once or twice a year.
- Invite faculty members to talk about how co-op relates to their field of study with underclassmen before their first co-op experience.
- Have an open house to show faculty where co-op offices are and what's new.
- Employers invite faculty out to your place of business for a plant tour, and lunch.
- Invite faculty to attend a debriefing session with student following a work term. Let them hear first hand directly from the students of the significant learning experiences they had away from campus on the job.

The Career
Development
Center
will be
serving:
Seyval Blanc 1986
(the official papal wine
used by Pope John Paul II
in services at the
Silverdome)
and
Solera Cream Sherry
from St Julian
Wine Company, Paw Paw
Soft drinks, of course, will
also be available.

Host an Open House to Acquaint faculty with your staff, facilities, & services.

You are cordially invited to the Career Development Center following the faculty meeting on Monday, October 5. In addition to the usual post-meeting refreshment, please acquaint yourself with our new facilities in the lower level of Trowbridge.

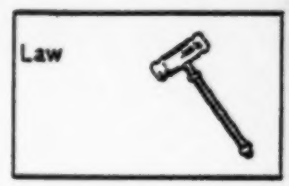
How do "K" College students apply academics to the working world?

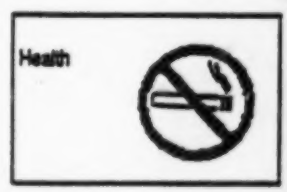
You are cordially invited to attend the debriefing meetings for students returning from Spring 1988 Career Development work experiences.

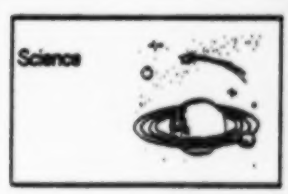
Come and learn about the exciting experiences students have had while working off-campus this Spring. Please sit in on any discussion group that interests you.

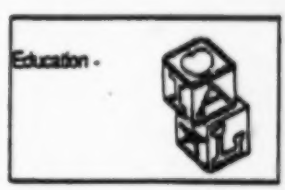
Times, dates and topic areas are listed on the back of this invitation.

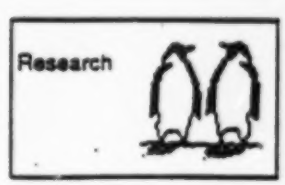
Contact the
Career Development Center
if you wish further information.
383-8432.

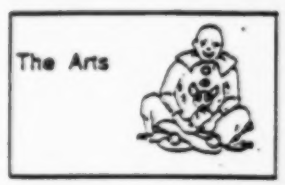












Career Development Debriefing Sessions

Tuesday	June 27	3:00 P.M.	Journalism/Writing
Tuesday	June 27	3:00 P.M.	Theatre/Arts/Music
Friday	June 30	3:00 P.M.	Business-Accounting/Financial
Friday	June 30	3:00 P.M.	Environmental
Thursday	July 6	3:00 P.M.	Business-General
Thursday	July 6	3:00 P.M.	Business-Marketing/Sales
Friday	July 7	3:00 P.M.	Computers/Mathematics
Friday	July 7	3:00 P.M.	Psychology/Social Service
Monday	July 10	3:00 P.M.	Education
Monday	July 10	3:00 P.M.	Science/Research
Tuesday	July 11	3:00 P.M.	Psychology/Social Service
Thursday	July 13	3:00 P.M.	Government/Law
Thursday	July 13	3:00 P.M.	Library/Museum
Monday	July 17	3:00 P.M.	Health Science

All sessions will be held in the Career Development Center (383-8432)

Please return this portion by June 21

The culmination of the Career Development quarter is participation in a group debriefing session. The debriefing provides an opportunity for students to share their experiences with college faculty, peers, and Career Development Center staff. Students have enthusiastically expressed that faculty participation is a much respected and appreciated aspect of this process.

You are cordially invited to attend the debriefing meetings for students returning from Spring 1989 Career Development work experiences. Debriefing sessions have been arranged according to related career areas, and our goal is to have several faculty representatives from relevant disciplines, as well as Career Development Center staff members, participate in each debriefing session.

Please take a moment to review the debriefing schedule printed above and indicate the session which you would be most interested in attending. I would appreciate receiving your response by **June 21.**

I sincerely thank you in advance for your time and consideration. It is our hope that each session will include several faculty representatives to share in the revelations our career development interns have to offer about their recent work experiences across the nation.

Carolyn Hornev
Career Development Center

I will be attending the _____ session on _____
(topic) *(date)*

'86-'87 Stats

Number of Participating Academic Programs 54

Number of Participating Students 1,977

Unpaid Interns	1,210 (61.2%)
Paid Interns and Co-op Students	767 (38.8%)

Range of Salaries for Students

Low	Minimum Wage
High	$12.60/hour
Average	$2,566/student
Total Earnings	$1,968,431

Percent of Paid Interns and Co-ops Hired In Related Fields After Graduation 85%

Number of Employers 1982 to present 2,302

Illinois	1,988 (86.46%)
Other States	311 (13.50%)
Other Countries	3 (.04%)

Co-op/Intern Worksites Outside Illinois

Alaska
Arizona
Arkansas
California
Colorado
Delaware
Florida
Georgia
Hawaii
Idaho
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maryland
Massachusetts
Michigan
Minnesota
Missouri
Montana
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Korea
South Carolina
South Dakota
Tennessee
Texas
Utah
Virginia
Virgin Islands
West Germany
West Virginia
Wisconsin
Wyoming
Washington, D.C.
Washington

Examples of Co-op and Paid Intern Employers

U.S. Department of Agriculture
U.S. Department of Conservation
U.S. Department of Energy
U.S. Department of Justice
U.S. Department of Immigration
Central Intelligence Agency
Federal Reserve Board
Federal Aviation Administration
Environmental Protection Agency
Internal Revenue Service
Illinois Board of Education
Illinois State Archives
Illinois Attorney General
Illinois Agricultural Association
Chicago Transit Authority
Chicago Cubs
McLean County Courts
McLean County Historical Society
AT&T
Bell & Howell
Bloomington Housing Authority
Bloomington/Normal Symphony
Dow Chemical
Normal Police Department
General Electric
General Motors
IBM
Johnson & Johnson
Kodak
Marriott Corporation
Mayo Clinic
McDonnell Douglas
Monsanto
NASA
PPG Industries
Walt Disney World

33

Illinois State University

Professional Practice: Cooperative Education & Internships

Major College Recruiting Activities

- Co-op Programs/Internships
- Personal Contacts
- Recruiting Events
  - On campus
  - At employer facility
- College Advertising
  - Print:
    - Employer image
    - Direct response
    - Targeted to specific audiences
    - In support of campus activities
  - Direct mail
  - Broadcast
- Collaterals Communications
  - College-oriented career brochures
  - Posters
- Public Relations

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How Students Form Employer Images

- Company recruitment advertising
- Corporate literature
- Contacts with company people
- Products/services
- News reports or articles about the company
- Company career brochures
- Relatives/friends/other students
- Company's general advertising
- Faculty/placement office people
- Visit to the company
- Company recruitment events on campus
- Working at the company

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MARKETING & JOB DEVELOPMENT WITH ALUMNI

Career Network: Calling All Alumni

by Paul Berghoff and Susan W. Allen

In answer to the age-old question, "How do you get a job without experience, and how do you get experience without a job?" the solution is cooperative education.

Kalamazoo College likes to boast that K's Career Development Center offers the best cooperative education and internship program among all institutions of higher learning. For 27 years, Kalamazoo College has been developing a network of locations, locally, nationally, and abroad, in which to place its students. As college costs have increased, so has the College increased its emphasis on developing a network of paid internships.

Approximately 85 percent of all Kalamazoo College students participate in the cooperative education and internship program. Students normally spend at least three months as co-ops and interns, many beginning in the summer of their freshman year. Most students participate in the program during the spring of their sophomore year, learning, on-the-job, whether or not their chosen career path is right for them. Although the experience usually confirms their selection, it's not too late to change direction when it does not.

Moreover, students at Kalamazoo College participate in internships full-time, rather than for several hours a week. They write their own resumes, undergo interviews, and find their own housing.

"What makes Kalamazoo College's program unique is the scope of its program," notes John Mosser, who directs the center. Of 3000 colleges and universities in the United States, Mosser says that only about 1000 offer co-op programs, and only a handful place students in all 50 states. Most are regional in nature.

Last year, 467 organizations listed over 500 co-op jobs with Kalamazoo's career development center. Kalamazoo's co-op students earned a combined total of $526,000 in 1987/88, worked in 17 states and nine foreign countries, and applied what they earned toward their college expenses. Mosser says "The College's program has been in place for 27 years - it has endured and prospered over the years due to the mutual benefits it provides for students and their employers."

Kalamazoo has hired one of its recent alumni, Paul Berghoff '88, in a ten-month position to help further develop the program and share recent information with alumni. Berghoff's responsibilities include coordinating a new program called the K Alumni Career Network, and meeting with alumni and employers to identify new job opportunities for K students.

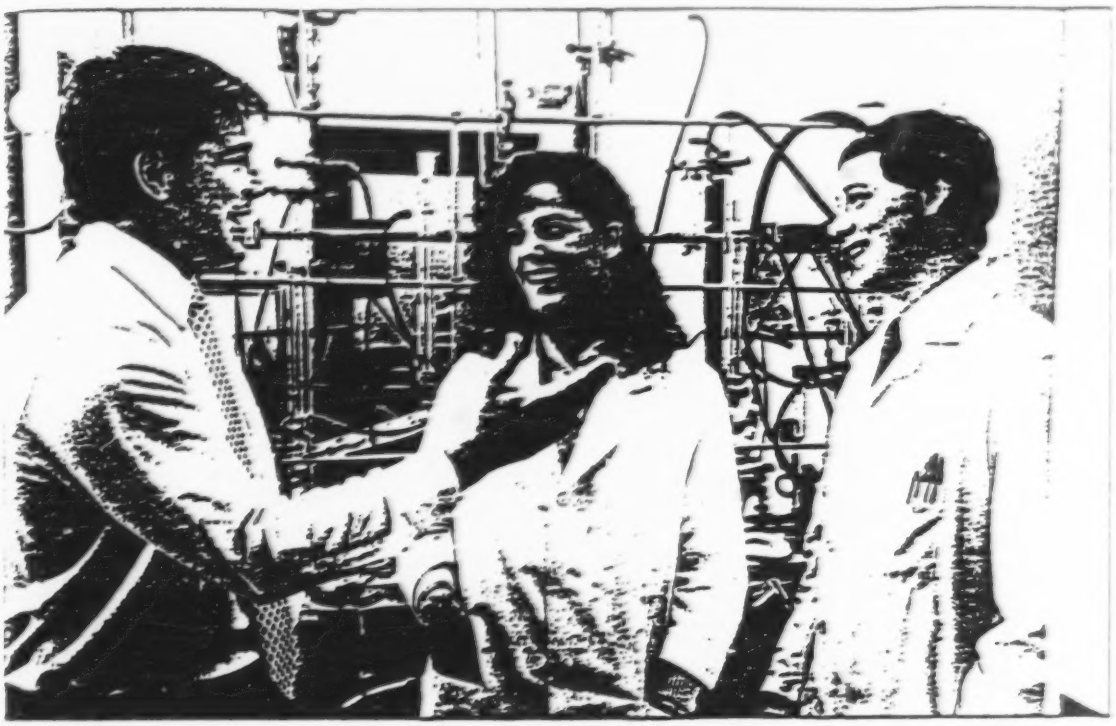
Are you interested in bringing a talented young person into your organization? If so, the Kalamazoo College Career Development Center invites you to join the ever-growing number of K alumni who have decided to help make a difference in the lives of current students.

To best involve alumni in our programs, we have developed the K Alumni Career Network. It offers the opportunity to remain in contact with the College and to work directly with students. Membership in the network provides alumni with five major opportunities to become involved:

1. Assist students in locating cooperative education and internship positions,
2. Make a welcoming call to a student working nearby,
3. Assist student interns find housing,
4. Provide temporary lodging while a student searches for suitable housing, and
5. Talk with students about your profession/business.

By joining the network, you benefit by sharing your experience with Kalamazoo students. Over the last several years, more than 1150 alumni have offered to become involved and support the Career Development Center programs.

Let's hear what some K Alumni active in the program have to say. "Since introducing the intern program in our company several years ago with one student, it has grown to the point where each of my four departments now rely on K interns for a variety of projects," says Larry Barrett '64, who, until recently, was manager of the Energy Manage-



Kenneth Harnden, senior, and Janice Mills, junior, working in the research and development lab, or technical manager Jeff Spencer, left.

ment Division, Potomac Electric Power Company in Washington, D.C. "In a marketing organization where customer needs seem infinite, interns have increased staff productivity, improved our data collection and analysis for market research, and worked with customers directly to assist them with our services."

Jeffrey S. Spencer '87, technical manager of research and development at the A.M. Todd Company in Kalamazoo, says "If you participated in an internship experience, you know how exciting it was to be given a chance to learn and grow—it's just as exciting to be on the other end. K really isn't just a college, its an opportunity. Why not continue to take advantage of it?"

Another recent graduate, Pamela Clayton '88, research analyst at the American Medical Association in Chicago, claims, "The Kalamazoo College Cooperative Education and Internship Program provides students with an opportunity to gain valuable experience in the job market while, at the same time, familiarizing employers with possible candidates for future employment. It was, in fact, my participation in the Career Development and S.I.P. programs at the American Medical Association that led to my present position."

Alumni who offer assistance in any of the above-mentioned areas will be contacted when a student expresses an interest in an area in which they've offered to help. While every member will probably not be contacted each year, providing assistance when called upon is the key role network members can play.

For example, if a student were interested in a position in international commerce in San Diego, the student could review the K Alumni Career Network computer database to learn if alumni had offered any form of assistance in the area. In addition, the network could also inform the student of alumni able to assist in finding housing. Moreover, if alumni in other geographic areas are involved in international commerce, students could use the network to contact them. In this way, students can talk with alumni about their profession.

Becoming a member of the K Alumni Career Network is simple. Just call the Career Development Center at (616) 383-8432 and say, "I want to join the K Alumni Career Network." If you prefer, we would be happy to send you an application. Please fill out the following request form and send it to:

K Alumni Career Network
Career Development Center
Kalamazoo College
1200 Academy Street
Kalamazoo, MI 49007

Name_____ Year _____

Title_____

Organization _____

Address _____

City_____ State_____ Zip_____

Phone _____

The Chicago Regional Alumni Association and the Kalamazoo College Career Development Center

cordially invite you to attend an alumni meeting to learn more about the College's Career Development Center and the development of the "K" Alumni Career Network. The gathering will provide the opportunity to socialize with fellow alumni and learn more about the exciting ways alumni are assisting current Kalamazoo College students secure employment during their Career Development and S.I.P. quarters. Hors d'oeuvres and cocktails will be served.

Paul Berghoff '88, Cooperative Education and Job Development Coordinator, will represent the Career Development Center. He will be joined by Kalamazoo College students presently employed in Chicago, in addition to alumni who have employed students in the past.

DATE: Wednesday, Feb. 22

TIME: 5:30 - 6:30 p.m. Merchants and Manufacturers Club
Second Floor
Merchandise Mart
Cocktails and Hors d'oeuvres
Space limited to first 50 respondents

6:30 - 8:00 p.m. Herman Miller Inc.
Space 321
Merchandise Mart
Career Development Presentation and Video
Please join us - even if you missed the happy hour

RESERVATION FORM

Please R.S.V.P. by Feb. 15th to: Evelyn Dorman '81, 552 Sherman Avenue Apt. #2, Evanston, IL 60202

Name _____ Class Year _____

Home phone _____ Work phone _____

_____ I would like to attend this worthwhile event. Please reserve _____ spots for me.

Any questions?
Call Mary Woolever '70 after Feb. 17
Work 443-7292
Home 248-1706

IDEAS FOR MARKETING CO-OP TO TARGET MULTICULTURAL GROUPS

IDEAS FOR TARGETING MARKETING EFFORTS TO REACH PARTICULAR STUDENT GROUPS

Recent studies of the changing demographic makeup of the U.S. indicates that we will be a nation of a majority "minority" population in a significant portion of our nations urban centers. As a result our nations employers will need to be prepared to agressively recruit minority employees in order to meet their human resource needs.

- Think creatively to expand the possibilities. The same old approach is not likely to yield high results.

- Meet with representatives from the campuses you wish to recruit at. Ask them for ideas on how to best reach target groups your hopes to employ.

- Utilize minority employees from your organization to recruit when you send representatives to campus.

- Make sure the print literature that you develop pictures other minority employees involved with your organization, department or program. People are not apt to apply for something they can't picture themselves doing or being comfortable doing.

- Develop contacts with people in support services that may come in contact with students you want to reach. Equal Opportunity Program, Office of Gifted Students, Honors College, Office of Minority Student Services etc.

- Develop personal contacts with minority members of the faculty and administration at colleges you recruit at.

- Make an upfront investment in potential future employees. Support student leadership activities and student groups at the colleges of your choice.

- Advertise your program on campus.
- Make a video tape about employment opportunities with your firm.

- Attend Career Days and Job Fairs.

- Send Minority Alumni employees back to the colleges they graduated from to recruit future employees.

- Use your co-op program as a pipeline to attract future workers.

PUBLIC RELATIONS ACTIVITIES TO PROMOTE YOUR CO-OP PROGRAM

Public Relations Ideas to Promote your co-op Program

• Forge a working relationship with someone in your organizations Public Relations Office. Educate them about the Benefits of Cooperative Education. Teach them about how co-op is assisting the organization in accomplishing its mission and obtaining its goals.

• Take advantage of all existing resources. Inhouse newsletters and bulletins. Divisional meetings, reports, and publications.

• Host an open house to show off a co-op office or completed co-op project. Invite students, faculty, top management, key audiences.

• Send out Calendars at the Holidays. This will encourage schools or employers to think of your program all year long.

• Send out press releases to local newspaper highlighting partnerships among employers and area colleges.

• Sponsor a service event or fundraising activity.

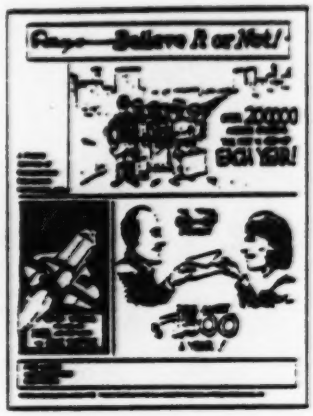
• Include Co-op Program events in College Master Calendar of Events.

• Donate artwork displaying your company or products to colleges.

• Co-sponsor a co-op Training Program at your school or business.

EXAMPLES OF WAYS TO GENERATE PUBLICITY FOR COOPERATIVE EDUCATION

A. The *"Ripley's—Believe It or Not Co-op Ad"* is an example of a camera ready ad that can be used to generate publicity as a Public Service Advertisement in campus newspapers.



B. The "Cooperative Education Month" declaration is an example of how to generate media interest in Co-op.

PERSONAL SELLING

TO PROMOTE

YOUR CO-OP PROGRAM

PERSONAL SELLING IDEAS TO PROMOTE YOUR CO-OP PROGRAM

While a good marketing effort involves much more than " selling", there is no substitute for direct contact. Direct contact with any audience you hope to reach whether they are faculty, students, employers, alumni, or funding agencies will always yield higher results than indirect contact.

- There is no substitute for face to face contact.
- Know your audience, be prepared.
- Know your product or service.
- Presentations to individuals or groups is effective because it is personal and it is direct.
- Don't promise things you can't deliver.
- Remember to manage your "Moments of Truth" with all your customers.
- Make sure the level of "Zeal" you use is appropriate for your audience.
- Don't overlook the value of sharing information with those inside your organization.

USING ADVERTISING

TO PROMOTE YOUR CO-OP PROGRAM

Ideas for Places to Advertise a Co-op Program

- Campus Newspaper
- Career Planning Office and Co-op Office
- Professional Association Newsletters, Journals, Membership Directories
- Faculty Newsletter
- Programs or Handbills at Campus sporting events
- Student Organization Publications or events
- Federally Funded Training Center Publications or events
- Schedule of Course offerings at Beginning of a term
- Outside the Financial Aid Office on Campus
- On site at the registration for courses
- Student Activities Office on Campus
- Academic Advising Office on Campus
- Office of Minority Affairs/ Equal Opportunity Program
- Part-time Jobs Office on Campus
- Campus Food Service
- Residence Hall Publications, and Offical posting Areas
- Signs in Campus Union

PROMOTING YOUR

CO-OP PROGRAM

THROUGH

PROFESSIONAL ASSOCIATIONS

Benefits of Professional Association Involvement to Promote Any Co-op Program.

EMPLOYERS	COLLEGES
• Gain visibility among those in the profession.	• Gain Visibility among those in the Profession.
• Gain direct access to college and university program coordinators.	• Gain direct access to employers.
• Gain Acces to Information.	• Gain Access to Information.
• Committee and social activities provide opportunity to establish and build rapport with key schools.	• Committee and social activities provides opportunity to establish and build rapport with employers.
• Gain and share new ideas.	• Gain and share new ideas.
• Stay abreast of what the competition for same qualified employees are doing.	• Stay current with state of the practice at other campuses.
	• Involve Faculty
• Cost effective way continue to develop professionally.	• Cost effective way to continue professional development.
• Source of future Career opportunities.	• Source of Future Career opportunities.
• Have Fun	• Have Fun

NATIONAL PROFESSIONAL ASSOCIATIONS

Cooperative Education Association (CEA)
3311 Toledo Terrace, Suite A101
Hyattsville, Maryland 20782
(301) 559-8850

National Commission for Cooperative Education (NCCE)
360 Huntington Avenue
Boston, Massachusetts 02115
(617) 437-3465

American Society for Engineering Education
Cooperative Education Division (CED)
Eleven Dupont Circle, Suite 200
Washington, D. C. 20036
(202) 293-7080

National Society for Internships and Experiential Education (NSIEE)
3509 Haworth Drive, Suite 207
Raleigh, North Carolina 27609
(919) 787-3263

College Placement Council (CPC)
62 Highland Avenue
Bethlehem, Pennsylvania 18017
(215) 868-1421

National Association of Student Employment Administrators (NASEA)
P.O. Box 1428
Princeton, New Jersey 08542
(no listed telephone at time of printing)

MARKETING REFERENCE MATERIALS

Resource Publications for
Marketing Cooperative Education in a Multicultural Environment
Prepared by John W. Mosser
Project Director
Co-op Marketing Project

The Bible of Educational Marketing

- Strategic Marketing for Educational Institutions. By Philip Kotler and Karen Fox. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Newsletters

- "Communication Briefings Newsletter" Encoders, Inc.,140 South Broadway, Pitman, N.J., 08071, (609) 589-3503.

- "Course Trends Newsletter", Learning Resources Network, 1554 Hayes Drive Manhattan, Kansas, 66502, (913) 539-5376.

Magazines

- "American Demographics Magazine" American Demographics, P.O. Box 58184, Boulder, CO 80322.

- "Career Insights Magazine", Career Publications, Inc., 61 West 82nd Street, Suite 2B, New York, NY 10024.

- "Career Vision Magazine" CareerVision, Inc., 251 Park Avenue, 12th floor, New York, NY 10003, (212) 475-8200.

- "Hispanic Magazine: The Magazine for and about Hispanics" Hispanic Publishing Corporation, 111 Mass. Avenue., NW, Suite 410, Washington, DC, 20001, (800) 338-2590.

- "Publish" The Magazine of Desktop Publishing, Publish, P.O. Box 55400, Boulder, CO 80322.

- "Recruitment Today: The Magazine of Recruitment Strategies" A.C. Croft, Inc., PO Box 2440 Costa Mesa, 92626, (714) 751-1883.

- "The Journal of Career Planning & Employment" The College Placement Council, Inc., 62 Highland Avenue, Bethlehem, PA 18017, (215) 868-1421.

Professional Association and Resource Center Publications and Marketing Materials

Western Resource Center For Cooperative Education,12251 Viejo Camino, Atascadero, California, 93422, (805) 466-8580.

- "THE WRC INDEX", The definitive Cooperative Education Resource that no co-op program in business or education should be without!
- The WRC Custom Poster Service
- Listings of Co-op Employers for Job Development
- WRC Audio and Video Tape Library
- And more! See a WRC Representative for complete resource listing.

Cooperative Education Association, Inc., Prince Georges Plaza Professional Park, 3311 Toledo Terrace, Suite A101, Hyattsville, Maryland, 20782, (301) 559-8850.

- "The Guide to Effective Co-op Promotion" By Valerie Brooks.

Council for Advancement and Support of Education, 80 South Early Street, Alexandria,Virginia, 22304, (703) 823-6966.

- "Marketing Higher Education: A Practical Guide", By Robert Topor.
- "Involving Alumni in Career Assistance Programs", By Adelaide Zagoren.

National Commission For Cooperative Education, 360 Huntington Avenue, Boston, MA 02115, (617) 437-3770.

- "Public Relations: Making it Work for Co-op Education" By Valerie Brooks.
- "Handbook for Evaluating Cooperative Education Programs"
- "An Employer's Guide to Cooperative Education"
- "Co-op Education Undergraduate Program Directory"

American Marketing Association, 250 South Wacker Drive, Chicago, Illinois, 60606, (312) 648-0536.

- "An Annotated and Extended Bibliography of Higher Education Marketing" By Karen Constantine.

- AMA also has an information center with library materials that can be checked out, as well as publishing a series of specialty journals, newsletters, and magazines related to marketing.

Educational Resources Information Clearinghouse on Counseling and Personnel Services (ERIC/CAPS), 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109, (313) 764-9492.

- The Marketing of Counseling

- Counseling at the Crossroads: Obstacles Opportunities, and Options

- Career Development Today: An Overview

- Human Resource Development: An Overview

- Learning Styles: Implications for Educational Practices

- 9 for the 90's: Counseling Trends for Tomorrow

- Group Career Counseling: Principles and Practices

- Computerized literature searches on most educationally related topics.

The Collegiate Employment Research Institute, Michigan State University, 113 Student Services Building, East Lansing, Michigan, (517) 355-9510.

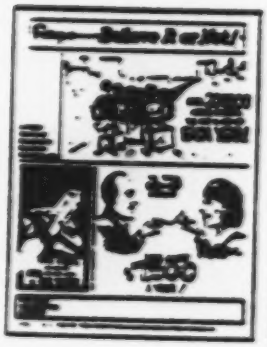
- "Collegiate Employment Institute Newsletter", Quarterly newsletter on trends and research dealing with employment of college students and recent graduates.

- Call or write for a publications catalog for complete listing of research studies, newsletters, reports, and salary trend data.

MARKETING RESOURCES FROM COOPERATIVE EDUCATION MARKETING, INC.

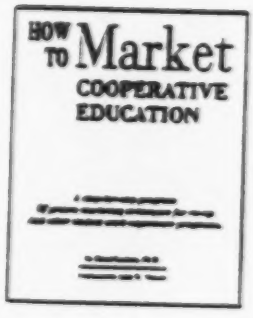
A. Free quarterly newsletter, *Cooperative Education Marketing NEWS TO USE*

D. "How To" articles in the annual Cooperative Education Digest Series



B. Free annual posters promoting Cooperative Education

E. Video tapes promoting the concept of Cooperative Education



C. Books, monographs and workbooks on Cooperative Education

Cooperative Education Marketing, Inc. Resource Order Form

Quantity	Title	Price	Amount
	The American Almanac of Jobs & Salaries	15.95	
	An Annotated & Extended Bibliography of Higher Education Marketing	17.00	
	The Art of Communicating: Achieving Interpersonal Impact in Business	7.95	
	Balancing Home & Career: Skills for Successful Life Management (2nd Ed.)	7.95	
	The Berkeley Guide to Employment for New Graduates	7.95	
	Better Business Writing	7.95	
	The Business of Listening	7.95	
	Business Week's Guide to the Best Business Schools	12.95	
	Career Discovery	7.95	
	Careering and Re-Careering for the 1990's: The Complete Guide to Planning Your Future	12.95	
	Careers in Education		
	Careers in Science		
	Coaching and Counselling - A Practical Guide for Managers	7.95	
	The Complete Guide to International Jobs & Careers	13.95	
	The Complete Guide to Public Employment	29.95	
	Cooperative Education in a New Era	32.95	
	Creating Career Programs in a Liberal Arts Context		
	Creative Careers: Real Jobs in Glamour Fields	14.95	
	A Crucial Agenda: Making Colleges and Universities Work Better for Minority Students	10.00	
	Designing and Using Market Research	12.95	
	Developing Positive Assertiveness	7.95	
	Developing Self-Esteem: A Positive Guide for Personal Success	7.95	
	Dinosaur Brains: Dealing With All Those Impossible People at Work	19.95	
	Direct Mail for Student Recruitment	10.00	
	Dynamic Cover Letters	6.95	
	Effective Meeting Skills	7.95	
	Effective Presentation Skills	7.95	
	Experience and Education	4.95	
	The Fifty-Minute Supervisor (2nd Ed.)	7.95	
	Find a Federal Job Fast	9.95	
	The Five Minute Interview: A New & Powerful Approach to Interviewing	10.95	
	Getting to the Right Job: A Guide for College Graduates	6.95	
	Good Works: A Guide to Careers in Social Change (4th Ed.)	16.50	
	Guide to Affirmative Action	7.95	
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